

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Grade: \_\_\_\_\_

## **Aim: How did new nations arise in Africa?**

### DAY ONE

*Aim: How did Ghana lead the way for African decolonization?*

#### Ghana – An Overview

*Directions:* Read the following overview and answer the questions below.

After years of suffering under British colonial rule, Ghana, known as the Gold Coast, became the first African State to achieve independence in 1957. Ghana is located on West Africa's Gulf of Guinea, a few degrees north of the equator. It was one of the richest countries in Africa before its conquest by the British.

In the Gold Coast, nationalist opposition began to form during the 1920s when Great Britain introduced indirect rule to traditional authorities. During the 1940s, the movement toward independence gained momentum after police opened fire in Accra (capital of Ghana) on a large contingent of former service men who were peacefully carrying a petition to the Governor to seek redress of their grievances....

Nationalists founded the United Gold Coast Convention (UGCC) in August 1947 and invited Kwame Nkrumah... to lead the group's campaign for representative self-government.



**1) Describe the event that caused the Ghana independence movement to gain momentum.**

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**2) Name one other independence movement in which a similar event occurred.**

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**3) What is representative self-government?**

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**4) What are some different methods the Ghana people could have taken to gain independence?**

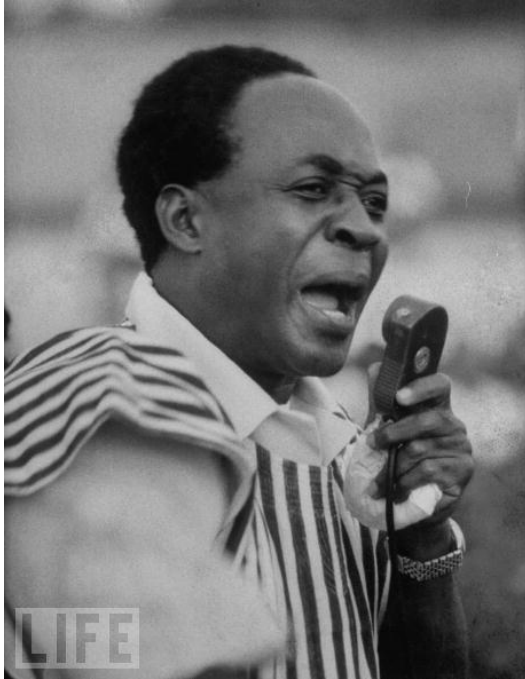
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Dr. Kwame Nkrumah

*Directions:* Watch the video about Ghana's first president, Kwame Nkrumah. Then, answer the questions below.

<https://docs.google.com/file/d/0B2t7k6fQ9j0maTV0T3VHNDgyZGs/edit>



**1) What is a “mixed legacy”? How does it relate to how we study history?**

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**2) Why is free education so important in a new democracy? What kinds of resources are needed in order to support such a system?**

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**3) What effect did the Ghana independence have on the rest of the African colonies?**

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**4) What are some reasons that Kwame Nkrumah began to lose the support of the people of Ghana? What happened as a result of this dissent?**

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## Challenges to the New Nation

*Directions:* Read the following account of Nkrumah's program for Ghana. Then, answer the questions below.

On the domestic front, Nkrumah believed that rapid modernization of industries and communications was necessary and that it could be achieved if the workforce were completely Africanized and educated....

Government expenditure on road building projects, mass education of adults and children, and health services, as well as the construction of the Akosombo Dam, were all important if Ghana were to play its leading role in Africa's liberation from colonial and neo-colonial domination.

But the heavy financial burdens created by Nkrumah's development policies and Pan-African adventures created new sources of opposition. With the presentation in July 1961 of the country's first austerity budget, Ghana's workers and farmers became aware of and critical of the cost to them of Nkrumah's programs. Their reaction set the model for the protests over taxes and benefits that were to dominate Ghanaian political crises for the next thirty years.

-Essay excerpt from [countrystudies.us/Ghana/15.htm](http://countrystudies.us/Ghana/15.htm)

**1) What was President Nkrumah's domestic program?**

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**2) Why did Nkrumah wish to spend government money on these programs?**

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**3) What was the result of this heavy government spending?**

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**4) Critical Thinking: Do you think that Ghana's workers and farmers were right to be opposed to Nkrumah? Why or why not?**

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## Pan-Africanism

*Directions:* Read the following excerpt from Kwame Nkrumah's Independence Day speech in 1957. Then, answer the questions below.

### INDEPENDENCE DAY SPEECH

... from now on, today, we must change our attitudes and our minds. We must realise that from now on we are no longer a colonial but free and independent people.

But also, as I pointed out, that also entails hard work. That new Africa is ready to fight his own battles and show that after all the black man is capable of managing his own affairs...

As I said to the Assembly a few minutes ago, I made a point that we are going to create our own Africa personality and identity. It is the only way we can show the world that we are ready for our own battles...

We have won the battle and again rededicate ourselves ... OUR INDEPENDENCE IS MEANINGLESS UNLESS IT IS LINKED UP WITH THE TOTAL LIBERATION OF AFRICA...

-Dr. Kwame Nkrumah

### GOALS OF PAN-AFRICANISM

The goals of Pan-Africanism included other things as confronting Western domination and exploitation of the continent and its resources. It became very imperative therefore, then, that we as Africans exercise some level of superiority and ownership of our resources. We have been under Western domination and exploitation for so long a time since the inception of slavery and colonialism. The time was up for Africans to take full charge of our resources and manage our own destiny without any foreign intrusion.

-Paul Frimpong, "Pan-Africanism"

*"It is far better to be free to govern or misgovern yourself than to be governed by anybody else"*

**1) According to Nkrumah's speech, what did he want to create for Africa?**

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**2) Do you agree with Nkrumah's idea that "independence is meaningless unless it is linked up with the total liberation of Africa?" Why or why not?**

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**3) In your own words, what is Pan-Africanism?**

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**4) What are the goals of Pan-Africanism?**

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## DAY TWO

*Aim: Who was Jomo Kenyatta and how did he help liberate Kenya from British rule?*

### Kenya – An Overview

*Directions:* Listen to the PowerPoint lecture on Kenya and take Cornell notes.



Question	Notes
How did the British begin settling Kenya?	
What were the White Highlands?	
How did colonial powers force African farmers into low-wage labor?	
What was the main focus of Kenyans in their struggle against the British?	
When did Kenya gain its independence from Britain?	

## Jomo Kenyatta

*Directions:* Analyze the following primary source, written by the first Kenyan President, Jomo Kenyatta.



"If Africans were left in peace on their own lands, Europeans would have to offer them the benefits of white civilization in real earnest before they could obtain the African labour which they want so much. They would have to offer the African a way of life which was really superior to the one his fathers lived before, and a share in the prosperity given them by their command of science. They would have to let the African choose what parts of European culture could be beneficially transplanted, and how they could be adapted ... The African is conditioned, by cultural and social institutions of centuries, to a freedom of which Europe has little conception, and it is not in his nature to accept serfdom for ever."

*Jomo Kenyatta, first president of Kenya, from the conclusion to his book Facing Mount Kenya, 1938.*

### **Primary Source Analysis**

<b>Information about the author:</b>	<b>Information about the time period:</b>
<b>Point-of-view of the text:</b>	<b>Your response to point-of-view:</b>

## The Mau Mau and Guerilla Tactics

*Directions:* Watch the following video and respond to the questions below.



<https://docs.google.com/file/d/0B2t7k6fQ9j0mZEcyN1YxSjBFQ0E/edit>

- 1) **0:00 - 2:36 - Who were the Mau Mau? What did they want from the white settlers in Kenya?**

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- 2) **2:36 - 3:45 - How did the British use the stories of the Mau Mau oath?**

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- 3) **3:45 – 5:25 – What happens to Jomo Kenyatta?**

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- 4) **5:25 – 6:30 – How did the Mau Mau's independence efforts differ from those of Gandhi?**

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## Challenges to the New Nation

*Directions:* Read the following excerpt from an essay on Kenya today. Fill out the chart below.

It is now about fourteen years since a multiparty system of political governance was established in Kenya. This came about after a long, hard and protracted struggle during which democracy advocates and heroes were arrested, tortured, imprisoned, detained without trial and forced into exile. Many died in police custody, torture chambers and prisons during mass demonstrations and actions demanding the end of the Kenya African National Union's (KANU) one party dictatorship that was notorious for the violation of citizens' and human rights.

In any case, Kenya's growing democracy faces many challenges that include corruption, poverty and all the manifestations of underdevelopment. Further, Kenya is one of the most unequal societies in the world and with the implementation of neo-liberal economic policies the gap between the few rich and the poor majority is expanding.

-The Nordic African Institute

Unfamiliar Names and Terms	Troubles on the Path to Democracy	Problems Facing Kenya Today



### DAY THREE

*Aim: What was apartheid, and how did it segregate society in South Africa?*

#### South Africa – An Overview

*Directions:* Read the following introduction to colonization in South Africa, and answer the questions below.



South Africa was colonized by the English and Dutch in the seventeenth century. English domination of the Dutch descendants (known as Boers or Afrikaners) resulted in the Dutch establishing the new colonies of Orange Free State and Transvaal. The discovery of diamonds in these lands around 1900 resulted in an English invasion which sparked the Boer War.

Following independence from England, an uneasy power-sharing between the two groups held sway until the 1940's, when the Afrikaner National Party was able to gain a strong majority. Strategists in the National Party invented apartheid as a means to cement their control over the economic and social system. The word “apartheid” comes from the Afrikaans (Dutch settler) word meaning “apartness.” Initially, the aim of apartheid was to maintain white domination while extending racial separation.

**1) Who were the two European groups colonizing South Africa in the seventeenth century?**

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**2) What event sparked the Boer War? What does this say about why Europeans wanted to colonize South Africa?**

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**3) Describe the policy of apartheid.**

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## Origins of Apartheid

*Directions:* Read the following account of the start of apartheid and answer the questions below.

The 1950s can be described as the era of "petty apartheid," when the Nationalists passed many new racist laws similar to Jim Crow in the United States in order to enforce a racially separate and unequal social order. The 1953 Reservation of Separate Amenities Act, for instance, imposed segregation on all public facilities, including post offices, beaches, stadiums, parks, toilets, and cemeteries, and buses and trains as well.

Two pillars of apartheid became law in 1950: the Population Registration Act and the Group Areas Act.

1. The Population Registration Act classified all South Africans as members of the White, African, Colored, or Indian racial groups.... the government created Racial Classification Boards to officially determine a person's "race." The absurdity of this system is exemplified by the story of Vic Wilkinson, who was alternatively classified as Colored, then White, and finally back to Colored again.
2. The Group Areas Act imposed strict residential racial segregation, irreparably damaging countless families, communities, and livelihoods, as the government forcibly removed blacks to African, Colored, or Indian "townships" ... on the outskirts of cities and towns... Township residents tried to rebuild their lives despite inadequate housing, material poverty, and, for Africans, the constant danger of arrest for not carrying a pass book.

**1) What were the two main pillars of Apartheid?**

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**2) What did the Population Registration Act do?**

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**3) What did the Group Areas Act do?**

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**4) What were the effects of apartheid on black South African citizens?**

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**5) Why would it be dangerous not to carry a pass book if you were a black South African?**

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## Forced Removals

*Directions:* Watch the following videos and answer the questions below.

### District Six

<https://www.youtube.com/watch?v=M0jJknkgCY>

1) What was district six? What kind of population lived there before apartheid?

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2) What happened to district six in 1966?

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3) Who was forcibly removed from district six? Where were they sent?

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4) What happened to the family friends of the narrator?

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5) What other difficulties could arise from these forced removals?

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### Bantustans

<https://www.youtube.com/watch?v=hinaYZtjtQg>

1) What kind of buildings did you see in the “dumping grounds”?

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2) What was life like in these “Bantustans”?

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3) Why do you think the white government of South Africa enacted this relocation?

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## DAYS FOUR AND FIVE

*Aim: How did blacks in South African experience and challenge the apartheid system?*

### Document-Based Questions: South Africa and Apartheid

*Directions:* Read the following documents on apartheid and answer the scaffolding questions under each one.

#### **Document 1 – A timeline of South African history**

1651: Dutch settlers arrive in South Africa. In 1756, they import slaves from West Africa, Malaysia, and India, establishing the dominance of whites over non-whites in the region.

1867: Diamond mining begins in South Africa. Africans are given the most dangerous jobs, are paid far less than white workers, and are housed in fenced, patrolled barracks. Oppressive conditions and constant surveillance keep Africans from organizing for better wages and working conditions.

1910: The Union of South Africa is formed. English and Dutch are made official languages. The all-white government decides that blacks can vote but cannot hold office.

1912: The African National Congress is formed. This political party aims to organize Africans in the struggle for civil rights.

1913: The Native Lands Act gives 7.3% of the country's land to Africans, who make up 80% of the population. Africans are prohibited from owning land outside their region. Africans are allowed to be on white land only if they are working for whites.

1946: African mine workers are paid twelve times less than their white counterparts and are forced to do the most dangerous jobs. Over 75,000 Africans go on strike in support of higher wages. Police use violence to force the unarmed workers back to their jobs. Over 1000 workers are injured or killed.

1948: The Afrikaner National Party wins elections on a platform of strict racial segregation. Apartheid becomes the law of the land.

1. What are two ways that Africans were discriminated against by the white government?

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2. What happened when Africans tried to protest poor working conditions?

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Document 2 – Statistical Comparison  
(1978)

<b>Apartheid and the People of South Africa</b>		
	<i>Blacks</i>	<i>Whites</i>
Population	19 million	4.5 million
Land Allocation	13 percent	87 percent
Share of National Income	< 20 percent	75 percent
Ratio of average earnings	1	14
Minimum taxable income	360 rands	750 rands
Doctors/population	1/44,000	1/400
Infant mortality rate	20% (urban) 40% (rural)	2.7%
Annual expenditure on education per pupil	\$45	\$696
Teacher/pupil ratio	1/60	1/22

Figure 1: Disproportionate Treatment circa 1978. Source: [Leo80]

1. According to the table, what are three ways that whites had better living conditions than blacks in South Africa in 1978?

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### **Document 3 – The Apartheid Laws of South Africa**

#### **Prohibition of Mixed Marriages Act, of 1949**

Prohibited (made illegal) marriages between white people and people of other races.

#### **Immorality Amendment Act, of 1950**

Prohibited adultery, attempted adultery or related immoral acts (extra-marital sex) between white and black people

#### **Group Areas Act, of 1950**

Forced physical separation between races by creating different townships (neighborhoods) for different races

#### **Pass Laws, of 1952**

Forced black people to carry identification with them at all times. It was a criminal offence to be unable to produce a pass when required to do so by police. No black person could leave his/her township unless going to work, and must show pass upon entering the white township.

#### **Reservation of Separate Amenities Act, of 1953**

Forced segregation of all public building and public transportation with the goal of ending contact between whites and other races. “White Only” and “Non-Whites Only” signs were put up.

#### **Terrorism Act, of 1967**

Any person who uses violence to protest against the government of South Africa may be put in jail without trial. White men who encourage Africans to disobey the apartheid laws may be fined, jailed, or both.

1. In what ways did the apartheid laws help whites maintain control over non-whites?

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2. Which law do you think was the most unjust? Why?

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#### Document 4 – The Sharpville Massacre

*The Sharpeville Massacre on the 21st March 1960. Police opened fire on protesters, resulting in 69 people being killed and 180 wounded. Of the 143 admitted to hospitals; there were 110 men, 29 women and 4 children. The bodies of those who died were brought by truck to a mass funeral.*



1. What happened in Sharpville?

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2. How do you think the Africans responded?

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### Document 5 - Nelson Mandela's "I am Prepared to Die" Speech (1964)

Africans want to be paid a living wage. Africans want to perform work which they are capable of doing, and not work which the Government declares them to be capable of. Africans want to be allowed to live where they obtain work, and not be removed from an area because they were not born there. Africans want to be allowed to own land in places where they work, and not to be obliged to live in rented houses which they can never call their own. Africans want to be part of the general population, and not confined to living in their own ghettos. African men want to have their wives and children to live with them where they work, and not be forced into an unnatural existence in men's hostels. African women want to be with their menfolk and not be left permanently widowed in the Reserves. Africans want to be allowed out after eleven o'clock at night and not to be confined to their rooms like little children. Africans want to be allowed to travel in their own country and to seek work where they want to and not where the Labor Bureau tells them to. Africans want a just share in the whole of South Africa; they want security and a stake in society. . .

During my lifetime I have dedicated myself to this struggle of the African people. I have fought against white domination, and I have fought against black domination. I have cherished the ideal of a democratic and free society in which all persons live together in harmony and with equal opportunities. It is an ideal which I hope to live for and to achieve. **But if needs be, it is an ideal for which I am prepared to die.**

1. According to Mandela, what do Africans want? (List 3 specific changes)

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2. What is Mandela's ultimate dream, described in his final statement? What is he willing to do to achieve his dream?

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### **Document 6 – Timeline of Nelson Mandela’s Political Activism**

1943 – Joins the African National Congress (ANC) as a 25-year old  
1944—Forms the ANC Youth League  
1952—Opens first black law firm in South Africa  
1956—Is accused (with 150 others) of “conspiring to overthrow the government” by violent means but is acquitted (found not guilty)  
1960 –After Sharpsville Massacre, goes into hiding and forms underground military group with armed resistance.  
1964 – Captured and convicted of sabotage and treason. Sentenced to life-in-prison. Originally placed in Robben Island prison, where he would remain for 18 years  
1980—An international “Free Nelson Mandela” campaign is launched

1. For what reason was Mandela placed in jail?

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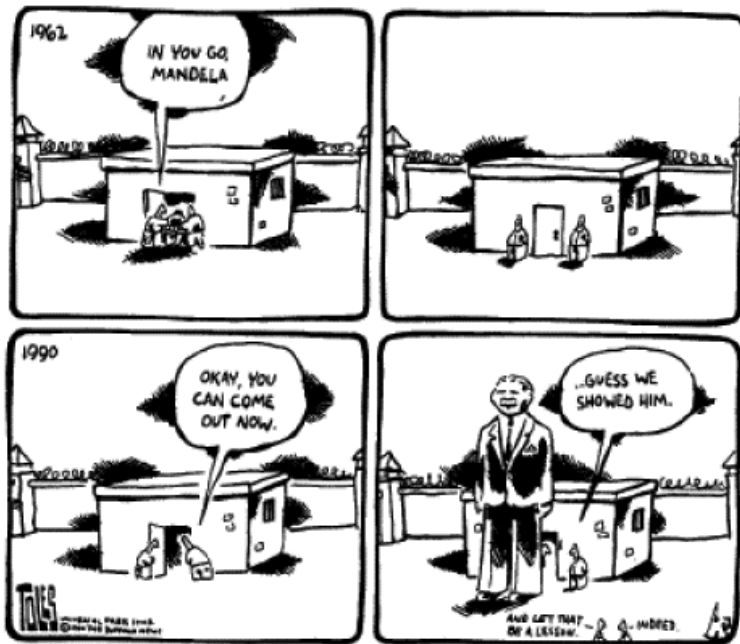
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2. How did Mandela’s tactics differ from Gandhi’s?

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## Document 7 – Political Cartoon about Nelson Mandela



1. For how many years was Nelson Mandela jailed?

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2. What happened to the reputation of Mandela during the time that he was in jail?

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### Document 8 – Success of the Anti-Apartheid Movement

**Desmond Tutu** was a black Anglican bishop and civil rights leader. Tutu and other activists convinced foreign nations and businesses to limit trade and investment in segregated South Africa. Over time, these nonviolent means of protest had a strong effect.

**F.W. de Klerk**, a white South African, became president of South Africa in 1989. He realized that the time for reform was long past. De Klerk legalized the ANC and released Mandela in 1990. He also abandoned apartheid and repealed segregation laws.

In 1994, an election was held in which South Africans of all races could vote. The people elected Mandela for their new president.

1. How did Desmond Tutu help put pressure on the Apartheid government of South Africa to change?

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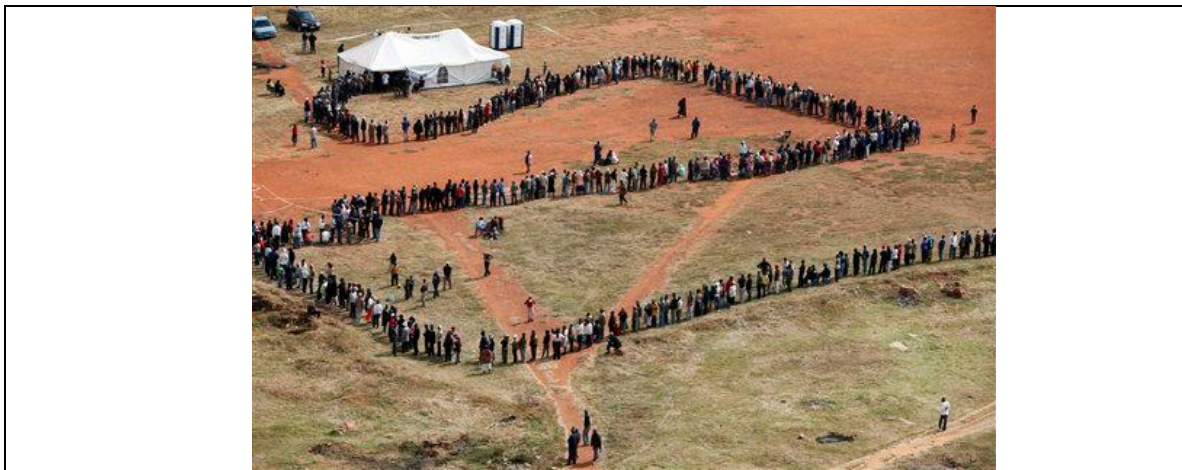
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2. What role did F.W. de Klerk have in ending apartheid?

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### Document 9 – Image of the first South African elections (1994)



1. What are the people standing in line to do? Why would this be so important?

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## Nelson Mandela

*Directions:* View the political cartoon and read the biography of Nelson Mandela. Then, answer the questions below.

The 1948 election victory of the Afrikaner-dominated National Party led to the apartheid system of racial segregation becoming law. Mandela rose to prominence in the African National Congress' 1952 Defiance Campaign ... whose adoption of the Freedom Charter provided the fundamental program of the anti-apartheid cause.

Initially committed to non-violence ... Mandela and his colleagues accepted the case for armed action after the shooting of unarmed protesters at Sharpeville in March 1960....In August of the following year, he was arrested and jailed for five years. In June 1964, he was sentenced again, this time to life imprisonment, for his involvement in planning armed action.

While in prison...amongst opponents of apartheid in South Africa and internationally, Mandela became a cultural symbol of freedom and equality.



**1) What groups did Nelson Mandela work with in order to end apartheid?**

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**2) Why did Nelson Mandela change his mind about non-violent protest?**

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**3) Did Nelson Mandela succeed in ending apartheid?**

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## Archbishop Desmond Tutu: Economic Sanctions End Apartheid

*Directions:* Read the following account of Desmond Tutu's part in ending apartheid, and respond to the question below.

Because he was black, Desmond was only allowed to teach in black schools. He soon discovered that the education that black students received was much poorer than the education of white students. Most of the black children only went to school for three hours a day. Since they were expected to become servants for white people, they weren't taught math, science and other academic subjects.

Desmond decided that he could not continue being a teacher in this system. "I just felt I couldn't be a part of this...I said to myself, sorry, I'm not going to be a collaborator in this scheme. Then I asked myself, 'What can I do?'" He found the answer to that question by becoming ... a leader of the struggle against the system of apartheid.

From the start, black South Africans, along with other non-whites had fought to end the hated system of discrimination. Some, angry after years of oppression, thought the only solution was to answer to the violence of apartheid with more violence. But Desmond Tutu believed non-violence was the answer. He worked to build a peaceful movement for democracy and against the violence of the government.

.... Desmond Tutu led peaceful marches that called for **economic** sanctions against South Africa. This strategy of divestment asked people in other countries to stop investing in South African businesses and stop buying South African goods.

In 1984 Archbishop Desmond Tutu was awarded the Nobel Peace Prize for his nonviolent work to end apartheid and bring equality for the people in South Africa. In 1986 he became the first black person to be Archbishop in the Anglican Church of South Africa.

The strategy of divestment, along with protests by South Africans and people around the world, finally ended apartheid.

**1) Explain Desmond Tutu's policy of calling for economic sanctions. How did this end apartheid?**

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Name: \_\_\_\_\_ Date: \_\_\_\_\_ Grade: 100 Points

**Homework #9**

1. *Directions:* Read Chapter 34 Section 3, Chapter 35 Section 2
2. *Directions:* For each term or name, create a flashcard by writing two sentences explaining its significance on a **4 x 6 ruled white index card. 3 POINTS PER CARD**
  - a. Negritude movement
  - b. Kwame Nkrumah
  - c. Jomo Kenyatta
  - d. Ahmed Ben Bella
  - e. Mobutu Sese Seko
  - f. Federal system
  - g. Martial law
  - h. Dissidents
  - i. Apartheid
  - j. Nelson Mandela
3. *Directions:* Respond to the following short-answer questions in 1 or more full sentences.  
**5 POINTS PER RESPONSE**
  - a. Who were the Mau Mau of Kenya, and what was their goal?
  - b. How did Archbishop Desmond Tutu lead a campaign against apartheid?
4. *Directions:* Answer the following questions by writing complete paragraphs (each with at least 5 sentences). **30 POINTS PER PARAGRAPH**
  - a. How did the way in which European colonialists carved up Africa in the 1800s lead to civil strife in many new African nations?
  - b. Which is worse, the system of slavery in the US or the system of apartheid in South Africa? Explain.